**World Language**

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| **Language / Level** | Grade 6 |
| **Performance Range** | Novice Mid/Novice High |
| **Stage 1: Desired Results** | |
| **Theme/Topic** | Challenges: Schools Around the World |
| **Essential Question** | What role does school play in our lives? |
| **Learning Scenario** | |
| Students will learn about school in their community and in other cultures. They will consider what students learn in school and will be able to compare what schools are like in their community and in other places. They will share their opinions about classes, comment on what they need to learn and what they do to learn. They will consider how children go to school around the world and compare that to how they arrive at school. They will comment on who goes to school in different countries looking at percentages of boys and girls that attend school around the world. Finally, they will be able to say why education is a basic right. | |
| **Unit Goals** | |
| * Make comparisons between their school life and school life around the world * Consider the challenges of going to school around the world * Discuss their likes and dislikes with regard to school * Comment on what they need to learn and how they learn * Comment on the importance of school and who goes to school | |

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| **Stage 2: Assessment Evidence** | |
| **Summative Performance Tasks** | |
| **Interpretive** | |
| * Read school schedules from other countries and draw conclusions about similarities and differences. * Read ads or lists about school supplies and indicate/circle what is needed. * Listen as individuals/teacher give opinions about information related to school and demonstrate comprehension. * Read a simple description of a school day and demonstrate comprehension. | |
| **Presentational** | **Interpersonal** |
| * Create a multi-media presentation that will introduce your school to other Spanish speakers. * Create a campaign to support local schools or organizations that support educational initiatives around the world. * Write simple sentences about school in their lives. | Have a conversation where you discuss your school. Comment on what you like and don’t like about your school and make comparisons to other schools in other countries. Say why education is important.  ***Note:*** *Students might do some of this as role play holding a picture of “their” school. The image would be from images studied in class.* |

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| **Can Do Statements** | | | | |
| **Interpretive** | | * (L&R) I can understand details about school schedules or calendars. * (R) I can recognize schools supplies when they are named. * (R) I can understand statistics on who goes to school around the world. | | |
| **Presentational** | | * (S & W) I can describe school classrooms around the world. * (S & W) I can give simple reasons why school is important. * (S & W) I can narrate a prepared script introducing my school. | | |
| **Interpersonal** | | * I can ask and answer simple questions about my school and schools from around the world. * I can exchange and give reasons for my opinions about school. * I can talk about how I and others go to school. | | |
| **Supporting Functions**  **(I can…)** | | | **Supporting**  **Structures/Patterns** | **Priority**  **Vocabulary** |
|  | ask about how others feel and say how I feel | | How do you feel today?  I’m nervous, scared | * school subjects * school supplies * places in school buildings * days of the week * months of the year * verbs associated with school/learning * transportation - how to go to school   \*\*\*   * A right, basic right * education * Percent * Recess * Back to school |
|  | talk about what I need or don’t need to learn | | What’s in your backpack?  What did you forget? |
|  | compare how I and other children around the world go to school | | How do you go to schoool?  How do other children go to school?  Is safe or dangerous?  How long does it take you to get to school?  by donkey…..Where is he going to school? He’s in Mexico. |
|  | say why school is important | | School is important because..  it’s a basic a right  it’s important |
|  | comment on what I and others wear to school | | What is he / she wearing?  What do you wear?  uniforms/regular clothes  Which do you prefer? |
|  | ask and answer questions and express opinions about classes | | What class do you like more?  school subjects and reasons  because….it’s easy, hard, interesting, fun, I like animals, to draw, to sing |
|  | say what I do to learn | | What do you do to learn?  I study, sleep, listen, read, write  (TED talk - computer in the wall) |
|  | compare my school to other schools around the world | | What are schools like in (country)? In (country) their classroom has  (Classrooms Around the World)  (places in the school if doing video tour project) |
|  | talk about who goes to school and compare literacy rates | | Who goes to school? \_\_\_\_% of boys go to school, \_\_\_% of girls go to school |
|  | comment on school calendars and schedules | | When do they go to school in (Argentina)? They start in (month) and finish in (blank). We …  How many weeks to they go to school?  Summer vacation? South of the equator  logical - lead in to winter break |
| **Resources** | | | | |
| **Spanish** | | [Nemo a la escuela](https://www.youtube.com/watch?v=kMERytHLWho)  [Cartoons for Child Rights - Education](https://www.youtube.com/watch?v=e5R4jAxKY-I) - This is a 30 second clip with no words that contrasts children who go to school and those who can’t.  [Un día en la vida de un estudiante Mexicana](http://www.learner.org/jnorth/tm/monarch/jr/DayLifeStudentEspA.html) - Some of the images and captions deal with time spent at school. | | |
| **Stage 3: Learning Experiences** | | | | |
| **Mode** | | **Key Learning Activities/Formative Assessments** | | |
| *Hook* | | Use Nemo clip to introduce first day of school. Show entire clip. Then, replay stopping frequently to review previously learned language such as names. Introduce new language by offering either/or choices. Focus on first day emotions. Return to this video to talk about what Nemo needs to go to school. | | |
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**Scope and Sequence**

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| Week | Week of: | Objectives | Lesson | Activities |
| 1 |  | * I can meet and greet others. * I can ask about how others feel and say how I feel. * I can describe Nemo. * I can talk about what I need or don’t need to learn. | * meet and greet, exchange names * Nemo Clip - how is he?, what is today? How are you? How is Nemo’s dad? * who is Nemo, where is he, who is he with, where does he live, where is he going, * real first day of school - news clips, images, ads * school supplies, packing a backpack, what backpacks look like in other cultures |  |
| 2 |  | * I can ask about how others feel and say how I feel. * I can talk about what I need or don’t need to learn. * I can comment on what I and others wear to school. | * Images of children going to school - what are they carrying, wearing * School supply lists from other schools, compare to their lists, we need, they need * [The Hole in the Wall](https://www.youtube.com/watch?v=HE5GX3U3BYQ) - may want to show in the class or as homework, * read “A,E,I,O,U” image |  |
| 3 |  | * I can compare how I and other children around the world go to school. | * Familiar images of how they go to school, how long it takes * [De camino a la escuela](https://www.youtube.com/watch?v=qSkEJ_bitPQ) UNESCO video or other video * Focus on each aspect of the video- where do they live, how do they get to school, locate countries on world map, make notes on map indicating how they go to school |  |
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